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ABSTRACT

This Exemplary Activities Handbook for grade 2 is one of nine booklets that organize career education activities around subject matter areas. (There is one booklet each for grades K-6, one for grades 7-9, and one for grades 10-12.) The booklet is organized around these subject matter areas: Fine Arts, Guidance, Health and Physical Education, Language Arts, Mathematics, Science, and Social Studies. Each subject matter area is divided into four sections in which activities are arranged according to the four Missouri Career Education Delivery System learning areas: Self Knowledge; Life Roles, Settings, and Events; Life Planning; and Academic and Vocational Skills. Activities, correlated to four goals within each learning area, are briefly described, and necessary information, lists, forms, etc., are provided. Four appendixes provide complete lists of teaching points for the goals in each learning area. (YLB)

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MISSOURI CAREER EDUCATION
EXEMPLARY CLASSROOM ACTIVITIES
FOR
SECOND GRADE

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

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INTRODUCTION

WHAT IS THIS?

From 1973 to the present, local school districts have been developing career education curriculum guides as a result of the Mini-Grant Award Program. It is from these locally developed career education curriculum guides that these activities have been taken. Almost all of these guides were organized around grade levels; very few were organized around subject matter areas. As more school districts became involved in career education and as the pre-service activities for teachers and counselors increased, there emerged a growing need to identify exemplary career education activities and to organize them around subject matter areas. This document seeks to meet that need. Such organization of career education activities allows for direct use in the classroom through infusion techniques. It will also assist instructors at the college level in adapting career education concepts to pre-service methods. *The above material is taken from the Missouri Career Education Curriculum Guide Project abstract.*

HOW DO I USE IT?

There is one booklet for each grade K-6. There is also a booklet for grades 7-9 and another for grades 10-12. Each booklet is organized around subject matter areas.

Each subject matter area is divided into four sections. The activities have been arranged according to the four Mo. C.E.D.S. (*Missouri Career Education Delivery System)* learning Areas:

SELF KNOWLEDGE
LIFE ROLES, SETTINGS AND EVENTS
LIFE PLANNING
ACADEMIC AND VOCATIONAL SKILLS

WHAT IS IN EACH LEARNING AREA?

SELF KNOWLEDGE
(LEARNING AREA ONE)

Goal 1.1	The students will be able to develop friendships.
Goal 1.2	The students will relate the effects of their personal characteristics on their interpersonal relationships.
Goal 1.3	The students will be able to communicate openly with others
Goal 1.4	The students will know the necessity of being able to function in a variety of situations.

For a complete list of SELF KNOWLEDGE teaching points, see Appendix A.

LIFE ROLES, SETTINGS AND EVENTS
(LEARNING AREA TWO)

Goal 2.1	The students will relate occupations to the needs and functions of society.
Goal 2.2	The students will know the interrelationship of their roles as workers, family members and citizens
Goal 2.3	The students will be able to identify the function of leisure time in their lives.
Goal 2.4	The students will know the characteristics of various occupations.

For a complete list of LIFE ROLES, SETTINGS AND EVENTS teaching points, see Appendix B.

LIFE PLANNING

(LEARNING AREA THREE)

Goal 3.1	The students will be able to make effective decisions.
Goal 3.2	The students will relate present planning to future outcomes.
Goal 3.3	The students will recognize the need for flexibility in planning.
Goal 3.4	The students will assume the responsibility for their own planning.

For a complete list of LIFE PLANNING teaching points, see Appendix C.

ACADEMIC AND VOCATIONAL SKILLS

(LEARNING AREA FOUR)

Goal 4.1	The students will be able to function to their capacities in school subjects.
Goal 4.2	The students will be able to apply basic academic skills to daily living tasks.
Goal 4.3	The students will know the prerequisites of a variety of occupations.
Goal 4.4	The students will demonstrate an ability in pre-employment skills.

For a complete list of ACADEMIC AND VOCATIONAL SKILLS teaching points, see Appendix D.

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FINE ARTS ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. Have students draw maps or floor plans of the classrooms. Then take the students on a field trip to the hospital. Ask for a tour of one of the floors, including patient rooms. Have students pay special attention to the floor plan.

   When you return, have students work in pairs to draw a floor plan of the one floor of the hospital. They can use sheets of newsprint or poster paper.

   Then have a few volunteers describe their stays in the hospital and some of their feelings. Write these feeling words on the chalkboard. Then have the students make get-well cards for children using these words.

   Goal 1.1

2. Assemble a large collection of magazines. Then help the students list various communication media. Explain that these media help us send and receive messages. Have the students cut communication-oriented pictures from the magazines and paste them on a large piece of mural paper captioned Let's Talk. Allow them to continue this for several days in their spare time.

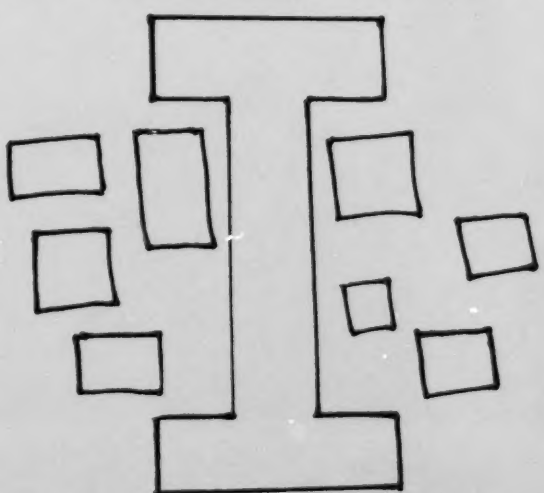
   Goal 1.1

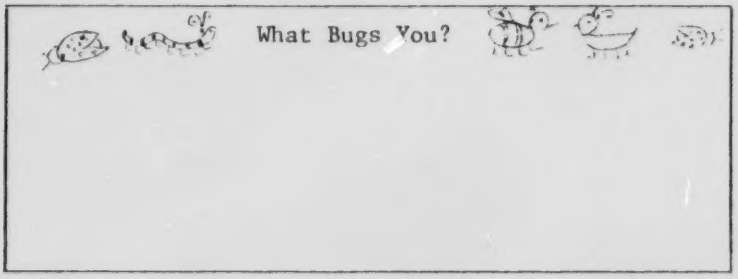
3. Have the students use a paper plate, yarn, buttons, cloth and felt to make collages which represent their faces.

   Goal 1.2

4. Give each student a piece of poster paper. Have them caption it I Can Do It Myself. Have each student cut out a construction paper letter I and paste it in the middle of the sheet. Then have them attach pictures and drawings of things they can do themselves.

   Goal 1.2



Notes	
Self Knowledge	
Goal 1.2	5. Have students make books which they have titled Me. They can use the following topics for page headings: me, my pet, my friend, my favorite color, my favorite food, my favorite television program, my favorite animal and my favorite book.
Goal 1.2	6. Have a talent show. Invite all the students to present something they can do well. There may be students who would rather not perform at this time. Have another talent show in a few months and maybe they will want to then.
Goal 1.3	7. Caption a bulletin board What Bugs You? Ask students to think of some substitutes for the word bugs: annoys, irritates, bothers, upsets or makes you mad. Then have them draw a picture to illustrate this. Tell them not to name actions of specific people when they share their pictures in small groups. Then have them post their pictures on the bulletin board.
	
Goal 1.3	8. Take a field trip to an art museum. If this is not possible, show several reproductions of paintings, sculpture and so on. Arrange the students in small groups, giving one reproduction to each group. Ask them to take turns telling what they think the artist was trying to say.
Goal 1.3	9. Then tell the students they are going to use paints or crayons to express ideas in pictures. Put several ideas on the chalkboard and have them choose: --I lost my goat in a snowstorm. --I feel angry. --I like pretzels. --I want a dog. --I love nature. Then let them share and compare in one large group.
Goal 1.4	10. Tell the students about a time when you were worried about yourself or someone else. Then ask students to draw a picture of a time when they were worried. Arrange the students in small groups. These small "sharing circles" will allow everyone a chance to

hear and to be heard. Have them explain their drawings, while the other group members suggest things that would have helped the contributor to worry less.

Notes

Self Knowledge

Notes

Life Roles, Settings and Events

Goal 2.1

Goal 2.1

Goal 2.2

II. Life Roles, Settings and Events

11. Have students look through magazines to find pictures that represent the communication of ideas. Explain that these media are things which carry messages. These may be such things as letters, drums, mirrors, telephones, traffic signals, books, telegrams, billboards, television, radio and newspaper. Then ask the students to select the media which can be found in their community.

    You could then have students each choose one and ask their parents to help them list the various occupations in the community which are related to these media.

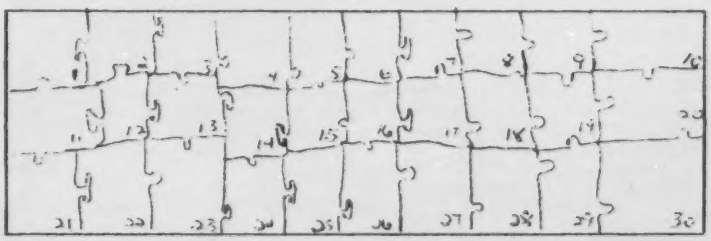
12. Bring in a stack of city newspapers. Ask each student to take several pages and to cut out all the pictures and place them in a pile.

    Then arrange the students in small groups. Divide the large pile of pictures evenly among the small groups. Now they should sort the pictures into two piles: photographs and non-photographs.

    Tell them that a person who takes pictures with a camera is called a photographer and pictures are called photographs. An artist is a person who draws pictures or non-photographs. Some artists are called graphic artists.

    Tell them to set the photographs aside and to look at the non-photographs. Ask them to sort these into different smaller piles. Perhaps these subcategories will be drawings for cartoons and drawings for advertisements. Again, use the word graphic artist to label the worker who does the non-photograph pictures in the newspaper.

13. Divide a long strip of mural paper into puzzle-shaped pieces, allowing one per student. Put a number in the lower right-hand corner of each piece.



    Cut the pieces apart. Give one to each student. He or she will do a self-portrait on the puzzle piece and sign it. (To keep the portraits right side up, they must keep the numbers in the lower right-hand corner. They should not paint over the numbers.)

When the portraits are dry, the "puzzle" can be put back together by taping the pieces to one of those beautiful hall walls. Caption it I Fit In At Fernwood School.

Notes

Life Roles, Settings and Events

14. Help students see that arts and crafts offers limitless possibilities for hobbies that can be enjoyed throughout life.

Goal 2.3

Invite older students and adults to the school to have an arts and crafts fair. Ask them to position themselves near their exhibits and tell students such things as:
--the age at which they began this particular hobby.
--how they became interested in this particular hobby.
--which of their needs this hobby fulfills.

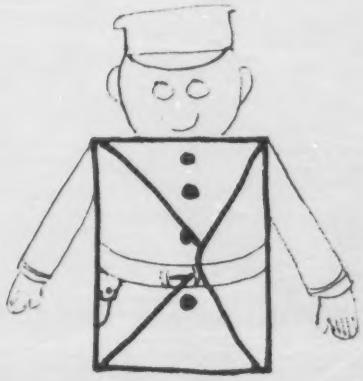
15. Invite an art teacher to speak to the class and to demonstrate his or her favorite art media. Ask this person to explain such things as:
--childhood interests.
--the point at which he or she began to consider an occupation related to art.
--the kinds of training needed to develop both artistic and teaching skills.
--who influenced him or her in the field.

Goal 2.4

This same activity could be done using a music teacher as the resource person and by varying the questions slightly.

16. Invite to the class a law enforcement officer to explain the function of the various parts of the uniform. Then have the students recycle an envelope to make the body of a law enforcement officer. The uniform details can be drawn and colored. Then the envelope can be stuffed lightly with paper and head and arms can be attached by stapling.

Goal 2.4



Notes

Life Roles, Settings and Events

Goal 2.4

17. If you live in a rural area, you probably will want to help students become aware of wheat farming. You may teach this song to the tune of Here We Go 'Round the Mulberry Bush.

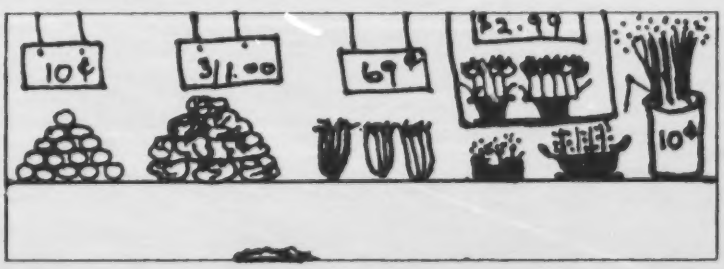
This is the way we
plant our wheat,
plant our wheat,
plant our wheat.
This is the way we
plant our wheat.
So early in the morning.
Tend our wheat.....
Cut our wheat.....
Thresh our wheat.....
Bake our bread.....
Eat our bread.....

Goal 2.4

18. Here are some other possible activities to help students become aware of the occupation of artist:
--Have students make mobiles of things used by artists.
--Cut out pictures of famous paintings and make mobiles or collages.
--Demonstrate how an artist mixes colors. Then let the students try it.
--Demonstrate some of the media used by artists.

Goal 2.4

19. Have the students paint a mural of the produce counter at the grocery store.



III. Life Planning

20. Let the students use water colors to try their hand at a still life of fruits or vegetables.

Then give them three small scraps of paper. On each piece of paper they should draw and color a picture of a fruit they like. Then have them arrange the pictures in a column on the desk with their first choice on top, their second choice in the middle and their third choice on the bottom. They can change their minds by rearranging the pictures. When they are satisfied, they can paste the pictures on the paper in rank order and label their papers.

Fruits I Like

My first choice.

My second choice.

My third choice.

Then have them assemble in small groups to take turns explaining their rank orders to one another.

This technique for rank ordering preferences is helpful in knowing what we want. It can be used to help us see what is most important in decision making.

21. To help students learn the skills of planning to finish on time, let them know when the art session is half finished. Then later in the year, let them know when the time is half gone by announcing the number of minutes remaining. Then even later you can help students learn to pace their work by having them look at the clock when the art period is half gone.

To help cut down on the frustration of rushing or not finishing, you can try announcing the point at which five minutes remain. And then help them plan ahead for clean-up time.

Notes

Life Planning

Goal 3.1

Goal 3.2

Notes	
Life Planning Goal 3.3	22. See Activity 21 (above) for an idea related to planning. You can use this practice to point out the need for flexibility in planning; that is, when the working time is half gone, the work should be about half finished. As each art activity is introduced, ask volunteers to suggest ways in which they could finish it in less time should they choose to do so. You may also tell the students that they are in art to experiment and to learn about themselves and art media. This is as important as finishing things in art. However, in other subjects assignments usually need to be finished.
Goal 3.4	23. Allow students the opportunity to plan one of their school parties: Halloween, Winter Holiday or Valentine. This is such a relevant activity that it may be worthwhile having a party of some kind just so students can plan it. Simply divide students into three committees: games, decorations and refreshments. Remind them to use the ideas of everyone.

IV. Academic and Vocational Skills

24. Read aloud to the students a poem which they like. Ask them to listen for the main idea of the poem. Re-read it several times. Then distribute drawing paper. Ask them to illustrate this main idea. Then post their illustrations around a copy of the poem on a bulletin board. Caption it Listening for the Main Idea.

25. In the fall you may want to help students learn to identify different leaves. After students have collected several different leaves, they can ink the back of each leaf and press it on white construction paper.

    Then help them use the dictionary, the encyclopedia or appropriate library books to label their leaf prints.

26. Prepare a large poster paper with these captions:

Preparing for Work	
Before-the-job Training	On-the-job Training

Ask students to go home and interview an adult to learn:
--his or her occupation
--how he or she prepared for that occupation

Then have the students write their parents' names and occupations under the appropriate heading.

Preparing for Work	
Before-the-job Training	On-the-job Training
Ms. Putera Basketball Coach Ms. Dunlap Cosmetologist Mr. Moore Teacher	Mr. Newton Avon Representative Mrs. Jardine Telephone operator

Notes

Academic and Vocational Skills

Goal 4.1

Goal 4.2

Goal 4.3

Notes

Academic and Vocational Skills

Goal 4.4

27. Present the idea that committees can help to get things done. Explain the word chairperson. Then divide the class into small groups of three or four. Have the groups choose chairpersons.

Explain that the chairpersons help to list tasks and get people to volunteer to do them. The other committee members also help - they don't just sit back.

Ask for a few volunteers to help describe the process of using papier-mâché. Then ask all the groups to make plans for constructing a life-sized robot of papier-mâché and cardboard boxes. First ask them to list all the things that need to be done. Then have each group decide together who will do the tasks. Remind them that some of the tasks can be done adequately by only one person. Also point out that many of the tasks, like applying the gooey paper, can be done by everyone.

Process this activity by asking the chairpersons to read their tasks lists. Compare these, noting that things can be done differently. Then focus on the tasks everyone could do. Then look at the tasks that required only one person.

If they so desire, have them use their plans and actually construct the life-sized robots.

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GUIDANCE ACTIVITIES	Notes
I. Self Knowledge	Self Knowledge
1. Have the class make a booklet of people doing things they like to do. Have them share their pictures in small sharing circles. Then assemble these in a booklet called Doing Things We Like To Do. Display this on the chalk ledge for students' spare time browsing.	Goal 1.1
2. Use the booklet format from Activity One (above), but have the title of the illustrations and booklet be Doing Things Together or something similar. Ask the students to illustrate fun activities that are more fun when done with another person.	Goal 1.1
3. Have a Buddy Day now and then. Have half the class draw from a "hat" names of the other half of the class. The two partners can sit and play together for the day to help them get better acquainted. The social "stars" in your group will benefit from this activity as much as the "isolates" and "rejectees." Explain to the class that we need to be able to feel comfortable with groups of people and to have several good friends.	Goal 1.1
4. Ask the students to describe some of the qualities of a good friend. Then ask them to help you list things that take their attention: --I'm feeling worried. --I have a headache. --My parents are unhappy. --My brother is in the hospital. Then have them illustrate those feelings that might make it hard to concentrate on a friend or an activity with a friend. Each caption might begin "It's hard to be a good friend when..." Then have students share their illustrations in large groups or small before gathering the pictures into a booklet for the chalk ledge.	Goal 1.1
5. Have the students print their names on 3 x 5 cards and decorate the cards. Pin these to the bulletin board. Then discuss ways they can give and receive acts of friendship from others. Ask each student to think of one act of friendship he or she can do during the coming week. Write each act of friendship on a separate strip of paper. Then place the name of the contributor in front of it on the bulletin board.	Goal 1.1

Notes

Self Knowledge

NAMES	RESOLUTIONS
Sue	
Earl	
Jack	
Wendy	
Mary	

Then remove all cards and lay them in alphabetical order on a table. Then give the students a day to read the resolutions and select one they'd like to try for the coming week.

Then have volunteers make "I learned..." statements about the activity.

Goal 1.2

6. Let each student be VIP for a day. Have a box ready where the students may place notes saying positive ("nice") things about the VIP. You may want to censor the contents of the box before giving it to the VIP so that negative comments do not get reinforced by the VIP's reaction.

Goal 1.2

7. Have students make lists of behaviors that annoy them. They can caption their lists <u>What Bugs Me</u> and post them on a bulletin board. Make them aware of the consequences of their getting personal. For example, writing "When Roy eats paste" is going to put Roy on the defensive or hurt his feelings. Then Roy may need to "hurt" the writer in return. It is better to say "When someone eats paste." Then Roy can keep his dignity and the writer can feel good about having expressed feelings.

Goal 1.2

8. Establish a quiet, relaxed mood in the classroom. Then have students list things they like about themselves.

Goal 1.2

9. Have a <u>Student of the Week</u> bulletin board. On it tell about things the student likes, his or her growth and personal achievements - all the positive things. This is a good way to focus on individual students because it requires some prior observation on your part. Wouldn't it feel good to get all that positive attention just for being oneself?

10. Administer a self-assessment at several times during the course of the year. Have students date their papers. Keep each student's self-analysis instrument in a folder. Near the end of the year distribute the folders. Let students compare their responses on the various instruments. Have them look at the date and try to figure out why they may have changed.

A Look At Myself

Name _____ Date _____

1.	I like to be on time.	Yes	No
2.	I like people.	Yes	No
3.	I am honest.	Yes	No
4.	I want to be a leader.	Yes	No
5.	I like to go to school.	Yes	No
6.	I like to work alone.	Yes	No
7.	People like me.	Yes	No
8.	Sometimes I am moody.	Yes	No
9.	I get mad sometimes.	Yes	No
10.	I usually finish my work.	Yes	No
11.	I have a hobby.	Yes	No
12.	I help at home.	Yes	No

11. Help students keep individual records showing each time they accept helpful criticism in the spirit in which it is given.

Helpful Criticisms

What ( ) said	My reaction	Date

Notes

Self Knowledge

Goal 1.2

Goal 1.4

Notes	II. Life Roles, Settings and Events
Life Roles, Settings and Events Goal 2.3	12. Have students bring hobbies and have a hobby presentation. Let each contributor take a few minutes to explain the hobby and tell how he or she became interested in it.
Goal 2.3	13. Have the students write newspaper articles telling about ways in which they use their leisure time.
Goal 2.4	14. Collect several magazine pictures of adults at work. Divide the class into groups. Assign to each group one of the pictured workers. Ask them to go home and ask their parents: --what skills that worker needs. --which courses in elementary school would give training to develop these skills. Then have each group report its findings to the class.

III. Life Planning

15. Set up an area in the room to be the Decision Corner. In this area each student is allowed a few minutes each week to do his or her "own thing." Ask the class to assist in rule making. Post a copy of the rules for the Decision Corner.

16. Discuss with students decisions they make each day. Some are quite simple and others far more difficult. Then show a picture and tell a story requiring a decision. The children show green cards to indicate that they would have made the same decision and red cards if they would not. The children may discuss their reasons or form panels and debate.

17. The students can make up two lists describing their own capacities. Prepare copies of this or a similar form on a spirit duplicator master:

Things I Do By Myself	Things I Need Help Doing

Have students date their papers. Save them and repeat the process later in the year. Ask students to tell which things have changed.

18. Divide the class into small groups. Have them take turns telling about a time when they felt someone "made them get into trouble." After each volunteer has spoken, let the listeners each write on a slip of paper one other alternative the speaker could have chosen. Collect these in a "hat." Have the speaker draw several slips and read them aloud. Help the students see that we do have choices. It is up to us ourselves to decide. What we do is our <u>own</u> decision.

19. Have students role play a situation where a group of children is trying to pressure a youngster into doing something that will violate his or her own personal values. Process the role play by asking volunteers to describe how they might feel being pressured in the same situation. Tell the students that, no matter how great the pressure, ultimately they must choose and be responsible for what they will do.

Notes

Life Planning

Goal 3.1

Goal 3.1

Goal 3.1

Goal 3.1

Goal 3.1

Notes

Life Planning

Goal 3.1

20. Ask the students to pretend that they are shipwrecked. They should pretend that you are the leader. As such, it is your responsibility to see that everyone has food and shelter and can live together peacefully. Ask the students to help you make a list of all the tasks which will need to be done. Have them paint individual pictures or a mural to illustrate all the tasks that will need to be done.

Goal 3.1

21. Ask the students to imagine that they are going to the dump on a treasure hunt. Ask each of them to tell what they would bring back from the dump. List these articles on the chalkboard. Focus on the fact that a treasure to one person may be very different from what someone else would choose: we have different values. Tell them that one person's trash may be another person's treasure.

Goal 3.1

22. Give to the students a paper on which you have the following headings:

My Decisions	Someone Else's Decisions

Then write the list below or a similar list on the chalkboard. Have them cut and paste to place each item under its appropriate heading.

1. when to get up
2. if I need to get up
3. if I need to do homework
4. what to wear
5. whom to invite to my birthday party
6. when to go to the dentist

23. Read aloud the following story:

> Greg and John planned to go to the store across the street from the school to get some gum. They were going to go immediately after school was out, even though this was against the school rules. Mike overheard their conversation and decided that he would go, too. All three boys waited until the last bell had rung and then they all ran across the street to the store for their gum. A teacher saw them and took them all to the principal's office. Greg and John agreed they were guilty of breaking the school rules. Mike said that he wasn't as guilty as the other two boys because he didn't make up the plan, he just went along with it.

Then have a discussion using the following or similar questions:
--Is Mike as guilty as the other boys?
--Should all the boys be punished alike?
--If we follow someone else's plans, are we still responsible for our own actions?

Ask for several groups of students to re-do the role play with several different endings. If students need suggestions, try these:
--Mike convinces them not to go.
--Greg gets hit by a car.
--All three boys miss the bus.
--There is a robbery at the store and all three boys are taken hostage.
--No one reports them to the principal.

24. Present a situation similar to the following: Linda, Carol and Kay are all in the second grade. They are very good friends and are together a lot of the time. Linda begins to not be as close to Carol and Kay. Carol wants Linda for a good friend, so she goes to her house. Linda starts talking about Kay and finding fault with her. Carol later goes to Kay's house where they start saying unkind things about Linda. Carol finds herself in the middle. What should Carol do?

--Investigate: Identify and define the problem in one sentence. (Carol's two friends are talking about each other to her and she doesn't know what to do about the situation.)

--Analyze: Write down facts of the problem and analyze (Why does Linda drift away from Kay? Why does Kay talk about Linda? How are the girls alike and how are they different? What is the problem all about?)

Notes

Life Planning

Goal 3.1

Goal 3.2

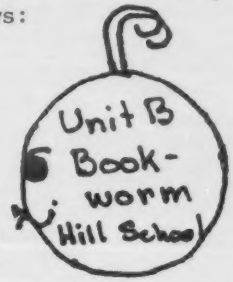
Notes Life Planning	--Consider: Think of possible solutions. (Try to get them together. Do nothing and see what happens. Ask the teacher or counselor to talk with them.)
Goal 3.3	25. Select one of the following topics: --Something I can do now I couldn't last year --Something I'd like to learn --Something I've tried but can't do well --What I'd like to do when I'm older --A job I might like right now Distribute drawing paper and let students illustrate the topic. (Be sure you participate too.) Then lead the processing of the activity by telling the students how you have changed. Divide them into small groups for sharing their pictures and describing ways in which they have changed. Assemble all the illustrations into a booklet for displaying on the chalk ledge. You may want to use the same topic and repeat the activity at a later date so students can compare possible changes in the two drawings.
Goal 3.4	26. Invite to the class an adult to speak about his or her work role. Then have student volunteers ask the following question of the speaker: "Are you responsible for _____?" The student fills in the blank with the name of a task which he or she thinks might be part of the speaker's responsibility. Examples might be: --Are you responsible for locking the doors? --Are you responsible for hiring the workers?

IV. Academic and Vocational Skills

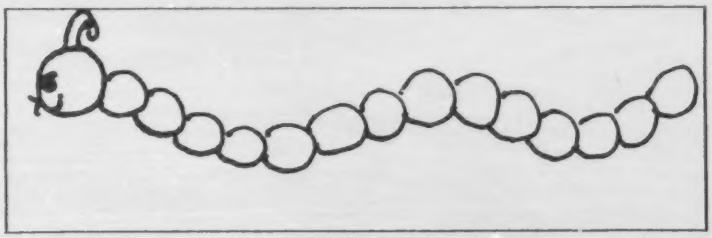
27. Read and discuss a story showing a struggle for worth, such as Little Toot, The Little Engine That Could, Crow Boy or The Little Red Caboose.

    Discuss the feeling one has when, through courage and determination, obstacles are overcome. Let students draw pictures illustrating such events in their lives.

28. Make a class bookworm to help motivate students to read library books in their spare time. Make the head as follows:



    Have students put their names, book titles and authors on circles of construction paper. Tape these behind the head on one of those big, beautiful hall walls. Challenge students to fill a whole wall with the class bookworm during two months' time. Allow 10-15 minutes every day for library reading. Perhaps they could bring sugarless snacks from home for a Munch n' Read Party.



29. Have the students help you list their "school subjects" (academic curriculum areas) on the board. Then assign a group of students to each "school subject" (academic curriculum area). Have these students ask adults at home if they use these "school subject" skills in their occupations.

    Then have each group paint a poster to depict the workers using skills from the assigned "school subject" (academic curriculum area).

Notes

Academic and Vocational Skills

Goal 4.1

Goal 4.2

Goal 4.3

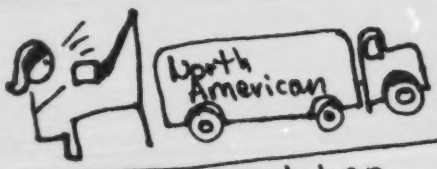
Notes

Academic and Vocational Skills

Goals 4.3

29. continued

LANGUAGE ARTS



Ms. Ek- Dispatcher

Speaking. Reading. Writing. Listening. Spelling

Ms. Howe-Avon Sales Representative

Speaking. Reading. Listening. Writing. Spelling

Mr. Brown- Sign Painter

Punctuation. Spelling. Writing

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HEALTH AND PHYSICAL EDUCATION ACTIVITIES	Notes
I. Self Knowledge	Self Knowledge
1. List on the board or on a dittoed sheet five short sentences that make up a story about someone who is sick. Have them out of order. The students can place numbers one through five in correct order by the sentences for the story to make sense.	Goal 1.1
2. Next time a student is absent because of illness, place a folder on his or her desk, bearing his or her name. Ask a volunteer to place in the folder a copy of all worksheets, notices and so on which are distributed. Lay some clean drawing paper on the absentee student's desk so that others may make get-well cards in their spare time.	Goal 1.1
3. Have each student draw a life-size body shape on butcher paper and fill in the details to resemble himself or herself. (A mirror in the classroom will be most helpful.) Have the student orally express something about himself or herself. Put this in quotation marks on a card to display with the self-portrait. Appropriate comments might deal with appearance, abilities, interests, hobbies, pets, families and so on. This makes a wonderful display for Open House.	Goal 1.2
4. Help the students learn to label their feelings in order to communicate them. Hang two pieces of poster paper in the room. Caption one Pleasant Feelings and the other Unpleasant Feelings. Divide the class into small groups. Give to each group a piece of adding machine paper. Ask for a volunteer to be the recorder in each group. Have the groups brainstorm lists of words that label feelings ("feeling words"). Allow five minutes for the brainstorming. Then have students cut their lists apart and sort the individual words into two piles: pleasant and unpleasant. Then give to each group a bottle of glue. Have them paste their feeling labels on the corresponding charts. Later on you can process this activity by reading aloud the feeling labels on each of the two charts.	Goal 1.3

Notes

Self Knowledge

Goal 1.4

5. To help the students be prepared to function in an emergency situation, take a field trip to a nearby fire station. Rather than ask a firefighter to present a prepared speech, tell him or her that the students are going to do an interview. Help the students prepare two kinds of questions. They should find out what to do in a school fire and what to do in a home fire. Tell the students that when they return from the trip, they will prepare fire safety posters for the school.

   Then divide the students into pairs or trios to plan and prepare the fire safety posters. Help them phrase and letter captions if necessary. This is a relevant way for students to learn how to gather and present information. It should also help them worry less if they feel prepared for this emergency.

II. Life Roles, Settings and Events	Notes
6. Arrange for the students to tour the cafeteria and food service facility in your school. Have them find out from these workers which other workers deliver the food products to the school. Have them also ask the food service staff to name other workers involved in producing and preparing the food. In short, you want students to return to the classroom with the idea that many people are involved getting them their school lunches. Then have the students help you list the food-related occupations on a piece of poster paper. Ask for a volunteer to cut the list apart. Then present and define the following four or other similar categories: --Production: Making and Growing --Distribution: Sending and Delivering --Preparation: Getting Raw Food Ready --Service: Cooking, Serving and Inspecting Help students sort the pile of food occupations into the categories. Then tape each occupation under its appropriate heading.	Life Roles, Settings and Events Goal 2.1
7. When you are talking about families, have students bring from home mementos from a family vacation, trip or excursion. Allow students the chance to "show and tell" the objects. Then place these in a display area captioned <u>We Went Someplace</u>. Include maps of the United States, Missouri and, if possible, your city.	Goal 2.2
8. Invite to the class several persons who have hobbies of interest to the students. Present hobbies as a beneficial way to spend leisure time.	Goal 2.3
9. Ask students to suggest a list of adult hobbies as you write them on a piece of poster paper. Then cut them apart and place them in a pile. Choose a pair of categories into which the hobbies can be sorted: --Indoors/Outdoors --Alone/With Others --Equipment Needed/No Equipment Needed --Skill Needed/No Skill Needed	Goal 2.3

Notes

Life Roles, Settings and Events

Goal 2.4

10. Post a blank piece of poster paper for students' use in their spare time. On this paper they will write all the games they can or do play. Leave this up for a week.

    Then hang a piece of poster paper which has been divided into different categories:
    --Outside Games
    --Inside Games
    --Active Games
    --Quiet Games
    --Games for Small Groups
    --Games for Large Groups

    Ask students in their spare time to write games from their master list under the appropriate heading. After several days, process the activity by showing that a game can fit in more than one category.

III. Life Planning

11. On the chalkboard add up the total number of recess minutes for one day. Explain that, for today, the students can choose whether they will take their recess minutes all at once or in the usual manner throughout the day. This is to be an individual choice.

> You will need to arrange for appropriate supervision of some students during this temporary experiment. You may also want to explain the experiment to your administrator for support and, possibly, rescheduling. It will be a more realistic experience if those who will be working can do so in the classroom in the normal working environment.

At the end of the day, write two categories on the chalkboard: Advantages and Disadvantages. Have the students give their impressions of the advantages and disadvantages regarding their individual decisions.

12. Invite the nurse to give a presentation about personal health maintenance of eyes, ears, teeth or skin. Have this person explain what happens (or the consequences) of inadequate maintenance on the part of the individual.

13. With the students list health maintenance habits: sleep, meals, toothbrushing, baths and exercising.

Then ask students to design a daily check-off chart so they can keep track of their health habits for two weeks. Arrange them in small groups to do this.

Then select a chart for all to use. Use the Thermofax machine to get a spirit duplicator master of the chart. Then duplicate a copy for each student of the chart. Ask them to take it home and tape it in the bathroom for two weeks.

When they return it, have them look at their charts to see which habits need improving. They can write and post resolutions at home where the charts used to be.

14. Make a comparative study of hand sizes. Have students trace around their own hands. On the same sheet of paper, they should trace around the hands of an older and a younger child. (This may have to be done at home.)

Notes

Life Planning

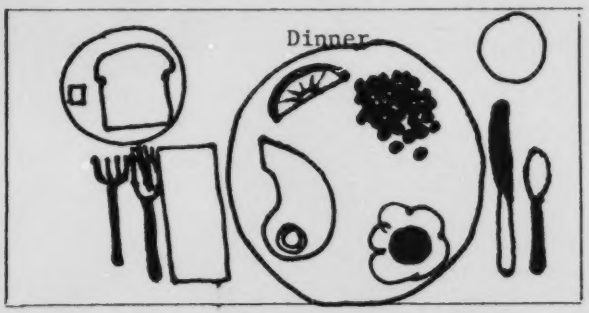
Goal 3.1

Goal 3.2

Goal 3.2

Goal 3.3

Notes Life Planning Goal 3.4	Ask the students to compare and observe that, as a hand grows larger, a person grows larger. 15. Invite to the class a nurse to speak about sleep. Ask this person to tell how much sleep is needed by a child their age. Ask the nurse for ways to make bedtime more pleasant and for sleep to come more easily. --not protesting bedtime --a glass of milk --a bath --reading in bed --pleasant thoughts --allowing plenty of time to get ready for bed

IV. Academic and Vocational Skills	Notes
16. Present to the class the Basic Four food groups. Have students use 12" x 18" paper for place mats. On this they will draw a table setting and the food for a balanced meal. This can be done for three meals.	Academic and Vocational Skills Goal 4.2
	
17. Have students find magazine pictures of the four basic food groups. They should cut these and sort them into piles. Then they can select a picture from each group to make a meal. They can paste the foods on a paper plate.	Goal 4.2
18. Make a graph to display in the room with the height and weight of each student in the class at the first of the school year. Show growth by April or May when the students are measured again. Ask students what might impede normal growth or cause them to lose weight.	Goal 4.2
19. Study the parts of the tooth. The students can learn to label this in a simplified fashion.	Goal 4.2
20. Have a tasting party. Let students taste unfamiliar foods from the Basic Four food groups. Have them bring some of their favorites from home.	Goal 4.2
21. Review or present alphabetical order. Help students relate this skill to the use of the telephone book. Have them turn to the yellow pages and find the names of specific doctors or dentists.	Goal 4.2
22. Ask for volunteers to use the yellow pages to find the telephone numbers of several health care providers in the community. The students should then telephone several providers to learn how many years each provider went to school.	Goal 4.3

Notes Academic and Vocational Skills Goal 4.4	23. Have students work in pairs to prepare good grooming posters. They can be captioned Good Grooming Helps You.... The students should complete the sentence and add an appropriate illustration. Ask the students to think of how good grooming helps us with our self-concept, make friends, get jobs, stay healthy and get along in our families.

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LANGUAGE ARTS ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. Have the class write a letter to someone who is ill. The students may walk to the post office to mail it.

Goal 1.1

2. Caption a bulletin board Nice Things to Say About Others. Have students use spare time to write complimentary phrases on it.

Goal 1.1

3. Make a class collection of magazines or cards to take to people in the hospital when we visit.

Goal 1.1

4. Use the Telephone Training Kit from the telephone company to help students learn telephone etiquette.

Goal 1.1

5. Have the students help you make a list of things that friends can say after a quarrel to be friends again.

Goal 1.1

6. Have each student bring the address of a relative or a friend and a stamp. Teach the friendly letter. Then have students write to this person. Remember to explain ahead of time that you will make corrections on a rough draft. From this they will prepare a final draft.

Goal 1.1

7. Read aloud Curious George Goes to the Hospital. This story provides good background for discussing hospital stays and talking about the occupations people have in the work setting of the hospital. Use any or all of the following words:

--worry
--drink
--wrote
--throat
--baker
--apron
--ward
--operation
--sweet
--curious
--jigsaw
--nurse
--bracelet

Talk, also, about the friendly intentions of Curious George.

Goal 1.1

8. Ask the students to prepare posters illustrating the following telephone etiquette:
   a. Answer, "Hello, _____ residence."
   b. Say, "_____ speaking."
   c. Say, "Just a minute please."
   d. Don't play on the telephone.
   e. Don't yell or act silly on the telephone.

Goal 1.1

Notes

Self Knowledge

Goal 1.1

9. Have the students use the telephone directory to look up the name and telephone number of a friend. Have students write this information on a chart in their spare time.

Friends Can Use the Phone		
My Name	My Friend's Name	My Friend's Number
Marsha	Kenny Jones	823-0971
Eva	Magda Ziznik	474-6631

Goal 1.2

10. Have students role play or pantomime various moods while the class tries to identify what they are.

Goal 1.2

11. Divide the class into small groups. Explain that they will each have a minute to talk about one of the following:
--Why I feel the way I feel
--Things that make me angry
--Things I like and why
--What makes me sad

Explain that the people listening must focus on the person talking. Present the Listening Hints:
a. Look at the speaker.
b. Concentrate on what the speaker is saying.
c. Ask questions to help the speaker explain.
d. Give the speaker encouragement.
e. Do not disagree with the speaker until it is your turn to speak.

Goal 1.2

12. Have the students and their parents make a family tree.

Goal 1.2

13. Have the students write autobiographies with help from their parents.

Goal 1.2

14. Have the students each make a scrapbook of Me. On each page will be a paragraph and a picture of one of the following:
--Who takes care of me?
--A thing I like to do
--Who am I?
--My best friend
--One of my happiest times
--Something I am proud of
--My strangest experience
--Something I would like to change
--The kind of person I would like to be

Other pages might contain such things as a poem or picture of the student, his or her home and family.

15. Divide the class into small groups. They will use the Listening Hints (see Activity 11, above) and take turns speaking. You may choose a class topic from one of the following:
--What do you fear? Is it real or imagined?
--How do you gain self-confidence?
--How do we make friends?
--What makes you feel lonely?
--What does attitude mean?
--What is your attitude toward parents, school etc.? Can attitude be changed?
--What is your favorite place at home?

Notes

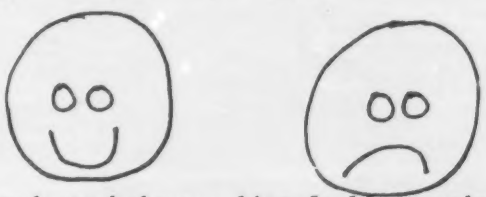
Self Knowledge

Goal 1.2

16. While studying light and shadows in science, read Robert Louis Stevenson's poem, My Shadow. Have the students draw action pictures of themselves doing something they like to do, such as jumping rope. Have them trace and cut outlines of the figures from black paper to be used as a shadow. Paste the two figures on construction paper to form "me" and "my shadow." Have them use crayons to add background details. Process this by grouping pictures together and hanging for a display.

Goal 1.2

17. Help students develop words to substitute for happy and sad. Hang two paper plates:



Have students help you list feeling words. Then cut the list apart. Have students paste each word under the related face.

Goal 1.3

18. Help students learn efficient use of the telephone number 911 in an emergency. Let the students illustrate a situation in which it is necessary to dial 911.

Goal 1.4

Notes	II. Life Roles, Settings and Events
Life Roles, Settings and Events Goal 2.1	19. Have students go home and make a list of things found in their homes that come from the forest.
Goal 2.1	20. Ask the telephone company for a poster showing telephones through the ages. Play a game with the students: point to any telephone and ask if it came before or after the telephone we use today.
Goal 2.1	21. Ask students to get into small groups to decide how and by whom the following were used to send messages: --running --smoke signals --drums --homing pigeons --horses --mirrors Reassemble the large group. Let each group take turns presenting its ideas. Perhaps these ideas could be illustrated on posters.
Goal 2.1	22. For creative writing, have students write stories about what would happen if there were no doctors, fire fighters, sanitary engineers, writers and so on. Let them read their stories aloud to one another.
Goal 2.1	23. Read aloud the title pages of all the students' textbooks. Prepare a dittoed sheet or chart for the students to complete:

Our Reading Book Authors
Our Math Book Authors
Our Music Book Authors

Goal 2.1	24. Read an illustrated poem to the children. After reading the poem have students tell how pictures are helpful in understanding the poem. Then have the students define <u>author</u> and <u>illustrator</u>. Divide the class in half. Each student in half the class will <u>write</u> a story or poem. Each student in the other half will <u>illustrate</u> a story or poem

written by a student in the first half of the class. Then have them sign the completed works:

Written by _____

Illustrated by _____

Note: Teacher may have to spend some additional time clarifying terms such as author, illustrator and illustrate.

Notes

Life Roles, Settings and Events

25. Have the students use the yellow pages of a city telephone directory. They will together compile a list of occupations pertaining to writing and illustrating. — Goal 2.1

26. After discussing past and present modes of transportation, have students work in creative writing pairs to write a story called "What Happened to the Blacksmith?." — Goal 2.1

27. Have a "Parents' Occupations Day." Each student dresses, as nearly as possible, like his or her parent going to work. Ask students to find out about the comfort and safety factors related to the various pieces of clothing. The students could also bring objects associated with their parents' jobs. — Goal 2.2

28. Invite a group of sixth grade students. Assign one of these older students to each of your second-grade age students. The older student will print (on charts) experience stories dictated by the younger students. The stories will be about the occupations of adult relatives. An example might be: — Goal 2.2

> My aunt is a police officer. She works in the city. She works with people and other police officers. She helps people.

Display the charts in the classroom and in the hall for discussion from time to time. Students may think of new things to add to their charts as they learn more about the occupations. They may add little illustrations in spare time.

29. On mural paper have students draw scenes of themselves at their favorite recreational activities in parks, woods and forests. You may want to point out ways in which a city park differs from a rural or small-town park. You may want to talk about the maintenance of city parks, state parks and national parks. — Goal 2.3

Notes

Life Roles, Setting and Events s

Goal 2.4

30. Bring in copies of old Farm Journal and outdoor magazines. Have students find pictures of various outdoor work settings. They can paste these on a large piece of mural paper captioned Outdoor Work Settings. Then have them write beside each pictured work setting, the name of a worker who might be found in that setting.

Give to students half sheets of paper. Have them draw, color and label an adult at work. They should then cut these out.

These cutouts will be pinned to the bulletin board. Then list all the occupations represented on the board. Ask the students to think of some categories in which to place them.

Make labels for their categories. Then have them put the occupation cutouts under the new category headings.

Goal 2.4

31. For practice in listening and sequencing, the students can play this memory game. One student begins by saying, "I'm going to California to see a police officer direct traffic." The next student repeats the previous statement and adds another thing a police officer does like "help a lost boy." The third student must remember what has been said and add one more duty. This game can be used for any of the public service workers and their tasks.

Remember, to limit the group size to no more than five members.

Goal 2.4

32. Play another listening game. Start with the letter a. Let someone name something from the forest that starts with this letter. It can be either a product or an animal.

33. Read a story about a famous author or artist of children's books. Your school librarian can help you, as well as supply you with examples of the finished product.	Notes Life Roles, Settings and Events Goal 2.4
34. Have the class write a letter to this person. (The librarian can help you get the address.) In the letter ask this person to describe the characteristics of his or her occupation. Together with the class choose a topic for a novel, such as Bowser, the dog. Then have the students work in pairs to produce individual chapters, such as "Bowser Goes to School." Put this together into a book or a "novel."	Goal 2.4

Notes

Life Planning

Goal 3.1

Goal 3.3

Goal 3.4

III. Life Planning

35. Together have the students plan a surprise birthday for someone in the school. Help them to organize by grouping and chairpersons. Then have the chairpersons lead the groups in listing tasks to be done and matching the tasks with the volunteers to do them.

> Students need many opportunities to practice group decision-making. Whenever possible, define tasks and limits and let students practice making decisions.

36. Take turns having a student name a situation in which he or she was "new." Have another student name something that might have helped make that person feel more "at home."

    Then have the students make illustrations of ways in which they can help themselves to feel more "at home" or at ease in new situations. Be sure they share these ideas with the other students.

37. For creative writing ask the students to pretend that a best friend is going to sleep over on Friday night and spend all day Saturday - a full 24 hours. Ask them to write a story about all the different things they would do and in what order. Then prepare a duplicated sheet showing 24 hours, with each hour in a box.

    Have them write a word in each box that describes what they would be doing during that hour if this were real.

4:00	playing
5:00	playing
6:00	eating
7:00	playing
8:00	eating popcorn
9:00	brushing teeth
10:00	talking
11:00	sleeping
12:00	sleeping

IV. Academic and Vocational Skills

Notes

Academic and Vocational Skills

38. Have the students conduct a search for a person who has not written anything during the past year. (The idea is to show students that writing skills are used by all or nearly all people.) When they find such persons, they should list them and the reasons why they have not written anything in the past year.

Goal 4.1

39. Write a set of direction cards on a spirit duplicator master. These will be cut apart.

Goal 4.1

Open the door.	Go stand by the window.
Put your head down.	Point to the clock.
Stand up.	Hop on one foot.
Jump three times.	Say the alphabet.
Point to the flag.	Look at the ceiling.

Prepare several sets of directions cards. Divide the class into small groups. Give one set of cards to each group. Put the cards face down in the middle. The students will take turns drawing a card, reading it aloud and naming someone to follow the directions as read. Explain the importance of good listening habits.

For creative writing, have students prepare more directions for the directions cards.

40. Play another listening game, Going on the Bus. Divide the students into small groups of 4 or 5. They will sit in a line, as on a bus, one behind the other. The first student names a worker he or she chooses to be. The second pupil names that worker plus his or her own. The third worker names the first worker, the second worker and his or her own. The game continues until the last person has finished.

Goal 4.1

Continue increasing group size as the students' listening skill develops.

41. Here is an activity for helping students learn techniques for focusing on a speaker.

Goal 4.1

Divide the class into small groups of 3 or 4. Review the Listening Hints:

a. Look at the speaker.
b. Concentrate on what the speaker is saying.
c. Ask questions to help the speaker explain.
d. Give the speaker encouragement.
e. Do not disagree with the speaker until it is your turn to speak.

Notes

Academic and Vocational Skills

Each group member will have a turn being the speaker for one minute while the remaining group members listen.

Repeat this activity many times during the year. Select a topic from the list below or choose something related to the students' concerns.

--If you had a million dollars, what would you do with it?
--If you could change one thing in your home or school, what would it be?
--If you had a day to spend alone at home how would you entertain yourself?
--If you had one wish that you knew could come true, what would you wish?
--If you were incurably ill, would you want the doctor to tell you or your parents?

Goal 4.1

42. Allow students to practice and apply written language skills. Have them write and illustrate books. Tell them they will write a rough draft of the text. You will proofread and correct it. They will use the corrected copy to write a final draft and add illustrations.

> Remember to tell them when you plan to make corrections on creative writing. Let them also have the fun of writing their ideas down without your making corrections. Be supportive and positive in helping them apply written language skills to express thoughts.

Goal 4.1

43. After the students have written and illustrated books, prepare a chart for them to autograph with their very best cursive or manuscript signatures:

Authors and Artists in Our Room

This kind of thing would make a relevant, personalized display for Open House or for the library.

44. Bring to the class two cake mixes, (without the boxes) eggs, water, spoon and two cakepans. Ask for some students to demonstrate making cakes with and without directions. Have one group "muddle through" without the directions. Have the other group prepare the other cake mix with the directions. (Arrange ahead of time for an oven.) Then compare the two finished cakes with a taste test at milk break. Hopefully, the cake made without directions will be an obvious mess. Then you can make a pitch for the importance of having written directions and of being able to follow them.

    Have the students write a paragraph explaining what they learned from this activity.

Notes

Academic and Vocational Skills

Goal 4.1

45. The students could use the successful cake from Activity 45 (above) to have a tea for parents. Let the students plan and prepare a tea. Instruct them on how to write invitations to a social gathering. Tell them to write neatly and carefully. You can say that when we write carefully it shows that we care.

Goal 4.2

46. Invite to the class a newspaper editor to explain a few simple proofreaders' marks. Have him or her present a transparency with errors in capitalization, periods and spacing. Have the students read one line at a time and suggest corrections, while the editor writes the corresponding proofreader's mark for each correction. (These were adapted from The American Heritage Dictionary of the English Language, 1970.)

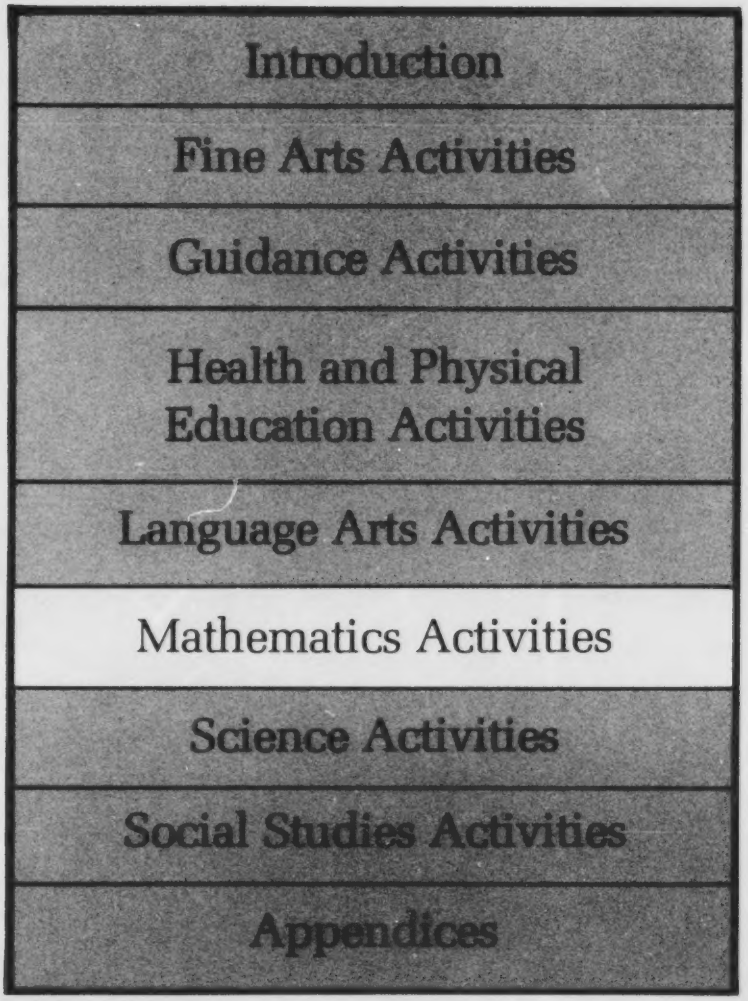
Goal 4.2

PROOFREADERS' MARKS

Instruction	Mark in Margin	Mark in Type	Corrected Type
Make capital	cap	the word	the Word
Make lower case	lc	The Word	the Word
Insert period	⊙	This is the word ^	This is the word.
Insert space	#	the/ word	the word.

Use these in correcting written language exercises.

Notes Academic and Vocational Skills	
Goal 4.2	47. The students need practice making business telephone calls. Ask students to think of a business in the community and a question to ask about that business. Each student should write the question on a scrap of paper along with the name of the place of business. The students should use a phone book, a toy telephone and the slip of paper and role play making the phone call. The rest of the class can observe and offer possible suggestions for improving the call.
Goal 4.3	48. Post a blank chart captioned Workers Who Use The Telephone on the Job. Then have students ask adults in their homes and neighborhoods two questions: a. What is your occupation? b. Do you ever use the telephone on the job? If the answer is yes, the students will write that occupation on the chart.
Goal 4.3	49. Post another blank poster paper captioned Workers Who Write on the Job. Then have the students ask adults in their homes and neighborhoods two questions: a. What is your occupation? b. Do you ever write on the job? If the answer is yes, the students will write that occupation on the chart.
Goal 4.4	50. After working on dialing skills and telephone etiquette, make some cards with various business and social situations. Give each student a chance to dial and receive a telephone call on a pair of toy telephones.
Goal 4.4	51. Have students look through old newspapers to compile a list of the sections. Assign a small group of students to each section. Allow students several days to prepare an article for each section. Type the sections on spirit duplicator masters. Have the students select a name for the paper. Let them take home a copy of the paper and distribute copies to the various adults on the faculty to share with other students.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MATHEMATICS ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. Ask the students to tell of the different occasions for which we send greeting cards to our friends. Then give them word problems concerning 15¢ postage stamps:
   a. Jim has two nickels. How much more does he need to buy a stamp for 15¢?
   b. Betty wants to mail three letters. How much will the stamps cost?
   c. Lou Ann has 7¢. How much more does she need to buy a 15¢ stamp?

   Have the students make up more problems.

Goal 1.1

2. Be sure the students know their own telephone numbers. When they do, have them write their numbers beside their names (in alphabetical order by last name) on a large sheet of poster paper. Encourage them to practice using the telephone at home to call one another. Remind them that they need not wait to be called, but can be the one who calls first.

Goal 1.1

3. Ask the students to think of a classmate who has moved away. Have someone call information to find out the long distance rates to that person and when to get cheaper rates. Do a problem on the board to get the difference between the two rates.

Goal 1.1

4. Use a stop watch or egg timer to show the students how long three minutes is.

Goal 1.1

5. Have the students measure their heights and weights and record these on two charts. At a later date, have them take these two measurements again and subtract to see how much they have gained or grown.

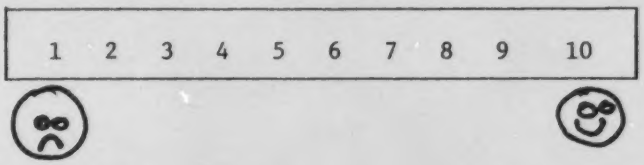
Goal 1.2

6. Have students use metric and English measurement to record their heights and weights.

Goal 1.2

7. Place a long strip of adding machine tape on the wall with numbers from one to ten. Under one put a grumpy face. Under ten put a happy face.

Goal 1.3



Notes	
Self Knowledge	Tell the students that a <u>one</u> on the line represents feeling "not good," a <u>ten</u> represents feeling "good" and a <u>five</u> represents feeling "not bad" but "not good" either. Ask for some volunteers to stand under a number to show how they feel about: --ice cream --cousins --spiders --school --hot dogs --their lunch today --Valentines --library books
Goal 1.4	8. Reproduce several copies of the telephone book yellow pages dealing with doctors, dentists, plumbing and heating. Ask students to find the name and telephone number of the worker they would call to: a. fix a broken tooth. b. get the furnace going again. c. fix the bathtub faucet. d. make a broken leg better.

II. Life Roles, Settings and Events

9. Ask the students to ask their parents whether they use any math skills in their jobs and the names of the occupations. Then select a parent who uses math heavily at work. Ask this person to speak to the students about the value of his or her job for society and what other workers depend on him or her.

10. When studying the clock, help students practice writing times when they usually do some of the following things:

At School	At Home
--start school	--get up
--end school	--go to bed
--eat lunch	--eat meals
--end math	--watch television
--have recess	--take a bath

11. Have each student write a favorite leisure-time activity on a strip of paper and put it into a "hat." Students take turns drawing out the strips, reading the leisure time activity and calling on another student to tell why the activity is important.

12. Use a number code for alphabet letters: A = 1, B = 2, C = 3 and so on. Make up math problems such as 2 + 3. The answer 5 would represent the code letter E. Use the math problem answer code to have students decipher names such as Clara Barton, Dr. Jonas Salk and Florence Nightingale.

PROBLEM ANSWER CODE

A = 1	H = 7	N = 13	T = 19
B = 2	I = 8	O = 14	U = 20
C = 3	J = 9	P = 15	V = 21
D = 4	K = 10	Q = 16	W = 22
E = 5	L = 11	R = 17	X = 23
F = 6	M = 12	S = 18	Y = 24
			Z = 25

2 + 1 = ☐ = _____	6 - 4 = ☐ = _____
6 + 5 = ☐ = _____	7 - 6 = ☐ = _____
5 - 4 = ☐ = _____	10 + 7 = ☐ = _____
9 + 8 = ☐ = _____	9 + 10= ☐ = _____
10 - 9 = ☐ = _____	8 + 6 = ☐ = _____
	8 + 5 = ☐ = _____

Notes

Life Roles, Settings and Events

Goal 2.1

Goal 2.2

Goal 2.3

Goal 2.4

Notes

Life Roles, Settings and Events

Goal 2.4

13. Explain the use of a yardstick, tape measure or steel tape, thermometers, scales, and speedometers.

Then have students survey their parents to discover if they use any of these measuring devices on the job. When students return have them list their parents' occupations under the appropriate measuring device.

Yardstick Steel Tape Tape Measure	Thermometer	Scale	Speedometer
Dressmaker Carpenter	Nurse Butcher	Nurse Clerk	Truck Driver Sales Representative

Then invite one parent from each category to demonstrate specifically how he or she uses that measuring device in his or her occupation.

Goal 2.4

14. Divide 24 by 8 to show students that there can be three 8-hour shifts in one day.

Ask students to find out from their parents:
a. if they work eight hours a day.
b. if they work in shifts.
c. if it is always the same shift or if it rotates.
d. which shift/shifts it is.

When they return, list on a piece of paper those occupations usually done in eight hours a day. Beside each write the time. Then cut these apart. Put headings on a large sheet of poster paper and have students paste them under appropriate headings in their spare time.

III. Life Planning

Notes

Life Planning

Goal 3.1

15. Observation is a vital skill in the process of information gathering. We make our most satisfying decisions when we have gathered relevant information as a preliminary step.

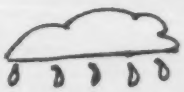
Prepare a huge calendar of a month. On this have students record daily high and low temperatures. Show them how to use some simple symbols to represent the day's weather:

Sunny

Cloudy

PC

Partly cloudy



Rain

Snow

At the end of the month do an experience story to help summarize their observations.

16. Give to each student five small pieces of paper. On each paper they will draw a train, a bus, a car, a plane or a pair of feet. Divide the students into small groups. Then ask the students to rank order them from fastest to slowest; that is, put the fastest mode of transportation on top, the second fastest under it and so on until the slowest mode of transportation is on the bottom.

Goal 3.1

Then have the students take turns explaining their rank orders to one another. They will probably disagree on what mode of travel is fastest.

Notes

Life Planning

Goal 3.1

17. Knowledge of one's own values is essential in making satisfying decisions. Give students practice rank ordering their priorities. They will need three small scraps of paper. On one paper they write Jello. On another they write watermelon. On the third they write ice cream. Arrange them in small groups. Ask them to rank order these priorities (favorite desserts). They lay out their first choice. Below it they lay out their second choice. Beneath the first two they put their third choice. Tell them to rearrange their choices until they are satisfied and then to paste them on a paper in rank order.

> This pasting step may be delayed until all group members have explained their rank orders. Preferences may be influenced by other people. Students may be looking around to see what their friends chose. That's certainly how adults clarify their values!

Have the students take turns explaining their rank orders to one another.

Repeat this activity using games, toys, pets, all kinds of foods, holidays, hobbies and so on.

Goal 3.1

18. Gather a bunch of toy catalogs. Create a "Toy Shop." Cut out pictures of various toys. Paste them on a large piece of mural paper on lines you have drawn for shelves. Under each toy write its price. Label each toy with an alphabet letter.

Tell the students they will pretend they each have $25.00 to spend on toys. Ask them to select toys they would really like for $25.00 or less.

You may want to prepare an "order sheet" to help them organize their work:

My Name		
Toy Letter	Description	Cost

When they have finished deciding and calculating, assemble them in small sharing circles. Let them take turns explaining the bases for their choices.

Then post all the sheets on a wall someplace. In their spare time students can check each other's addition and subtraction either by hand or on a calculator.

Notes

Life Planning

19. Ask parents to come and explain their budgets to the class. Point out the differences in priorities.

Goal 3.2

Then practice rank ordering entertainment events with the students. Let them choose things for which they would save money. Here are some examples:

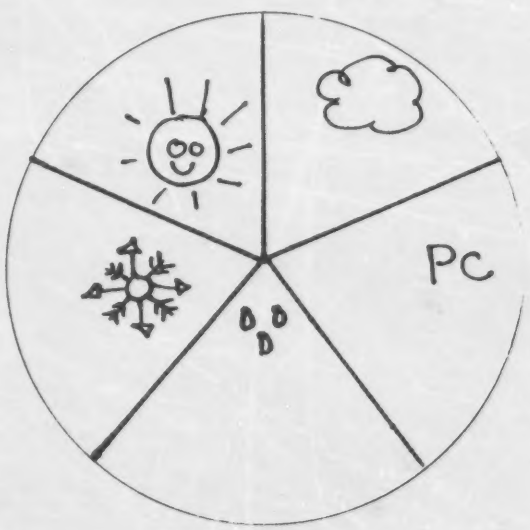
a. pro-football game
   John Denver concert
   Missouri State Fair

b. a movie
   roller skating
   a camping trip

Let them suggest more possibilities. Don't forget to have them explain their choices in small groups.

20. Divide the class into small groups. Prepare a spinner dial for each group showing different types of weather:

Goal 3.3



Students take turns describing an outing or field trip they would like to take. "IT" spins the dial to a kind of weather and tells if and/or how that weather would affect the outing. Students will take turns being "IT."

Summarize the activity by talking about the words flexible and flexibility as related to planning.

Notes

Life Planning

Goal 3.4

21. Tell the students they will have one hour of free time tomorrow between 2:00 and 3:00 (or a different block of time). Explain that an hour is too long to plan to do one thing the whole time. Tell them to select two or three things and write when they will do what. Prepare sheets for them to help organize their thoughts.

I will do two things	OR	I will do three things.
2:00		2:00
2:10		2:10
2:20		2:20
2:30		2:20
		2:30
2:30		2:40
2:40		2:40
2:50		2:50
3:00		3:00

Make available good learning games and activities. Spend some time developing a list of possibilities for wise use of free time in school. You might help by defining some parameters.
--The activity can't disturb others.
--It may be done with someone else.
--It should be reasonable.
--It should make me a better and happier person.
--I will pick up after myself.
--It should be what I really want to do.

Then let them implement their plans for their two or three activities for the hour.

Goal 3.4

22. Each day post a clean sheet of poster paper captioned <u>What I Want to Do in My Spare Time Today</u>. Take a few minutes every morning to let each student write his or her planned activity and name on a scrap of paper and paste it up.

After the student has done the activity an X can be drawn over his or her scrap of paper.

Be sure everyone gets some opportunities to plan and use free time. Help them get books and materials they need. This kind of trust and experience will help motivate students to finish realistic assignments. It will also help cut down on disruptive, non task-oriented behaviors.

With planning, as with all new skills, perfection is not achieved instantly. Training and practice are essential. It takes time and patience.

Notes

Life Planning

Notes	IV. Academic and Vocational Skills
Academic and Vocational Skills Goal 4.1	23. To help motivate students to learn basic addition and subtraction facts, invite some adults to tell the class of the ways in which they use the facts. They can describe computations they do as workers on the job; as leisure participants figuring batting averages; as family members balancing the checkbook; as citizens watching speed limits. These are just a few examples.
Goal 4.2	24. Have students use grocery advertisements and total a bill for several items.
Goal 4.2	25. Present a diagram of markings on a scale. The numbers are usually written in fives or tens. Use this to reinforce the concepts of counting by fives and tens.
Goal 4.2	26. Have students locate dates on children's and adults' newspapers. Post a blank sheet of poster paper captioned I Found a Newspaper Dated.... Have the students write their names and newspaper dates on it. Use this opportunity to present the words daily, weekly and monthly.
Goal 4.2	27. Have the students count the milk needed for milk break. Use the overhead projector to present the skill of regrouping to subtract. 21 students in all - 8 students drinking milk students not drinking milk Do this for several days and then have volunteers continue presenting the milk break subtraction problem every day.
Goal 4.2	28. Invite the nurse to take the temperatures of the students. Ask this person to explain normal temperatures and what causes them to rise. Use this opportunity to present the concept of the bar graph.
Goal 4.2	29. For practice rounding off numbers, round off to the nearest ten, estimated prices of various types of dental work. Filling $28.00 $30.00 X-rays $ 7.00 $10.00 Tooth pulled $12.00 $10.00 Teeth cleaned $16.00 $20.00

30. Make a number board from one to one hundred. Use evergreen trees in rows of ten pinned to the bulletin board. Keep it in front of the class where students can use it. In their free time they can pin the trees in place.

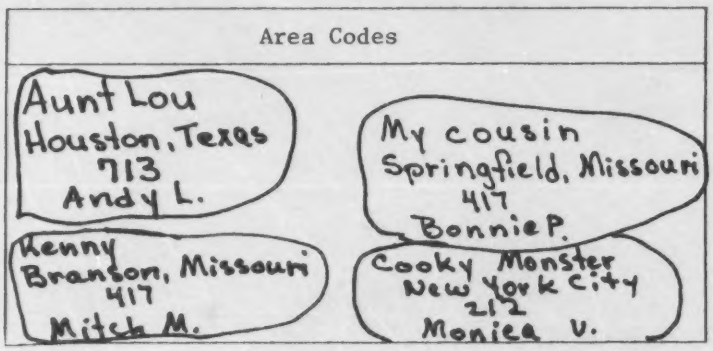
31. Take the students to the library. Show them how the librarian uses numbers in the Dewey Decimal System. Post and explain a chart showing the Dewey Decimal System.

32. Have a student prepare a clock using paper plates, brass fasteners and construction paper hands. Have them show their responses to questions such as:
--What time do we get up?
--What time do we eat breakfast?
--What time do we eat lunch?
--What time do we eat dinner?
--What time do we go to bed?

33. To operate a public telephone, recognition of coins and their relative values is required. Show the change: dime, nickel and quarter. Let students trace the shapes and write the corresponding money value inside each circle.

34. Make a set of large cards with a number on each. Punch a hole in each card and attach yarn so the card may be hung around a student's neck. Pass out the cards at random. Play Number Hook-up. The student with number one walks around the room and "hooks up" with number two by joining elbows. The two students walk around together and number two "hooks up" with number three and so on until all the students have "hooked up".

35. Prepare a copy for each student of the telephone book area codes section. Have students look up area codes for relatives or friends who live far away. Have them write these on a chart:



Have students think of reasons for having telephone area codes. Ask them their own area code.

Notes

Academic and Vocational Skills

Goal 4.2

Goal 4.2

Goal 4.2

Goal 4.2

Goal 4.2

Goal 4.2

Notes

Academic and Vocational Skills

Goal 4.2

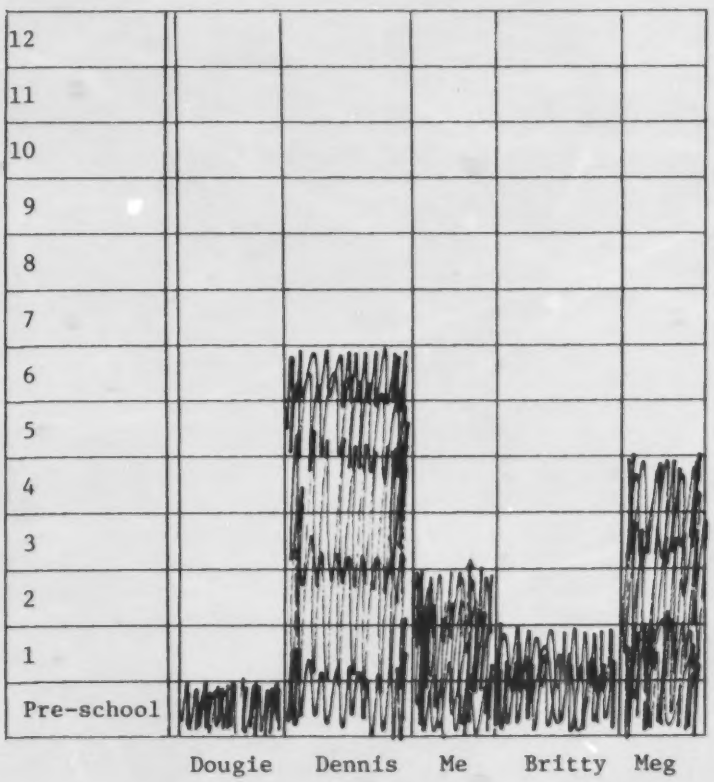
36. Have students make math problems to figure the number of pages in a chapter of a book by subtracting the beginning page from the ending page.

Goal 4.2

37. Have students prepare paintings, sculptures, mobiles, pottery and so on for an art auction. Have them prepare money and get an auctioneer to "call the sale" and tell about his or her occupation.

Goal 4.3

38. Use graphing skills to help students look at the levels of education attained by their siblings and themselves.



Goal 4.4

39. Prepare a list of the math skills students will learn this year: addition and subtraction facts through 18, place value and so on. Meet with a banker. Ask this person to select a few of these skills and come speak to the class to demonstrate how these skills are useful to him or her on the job.

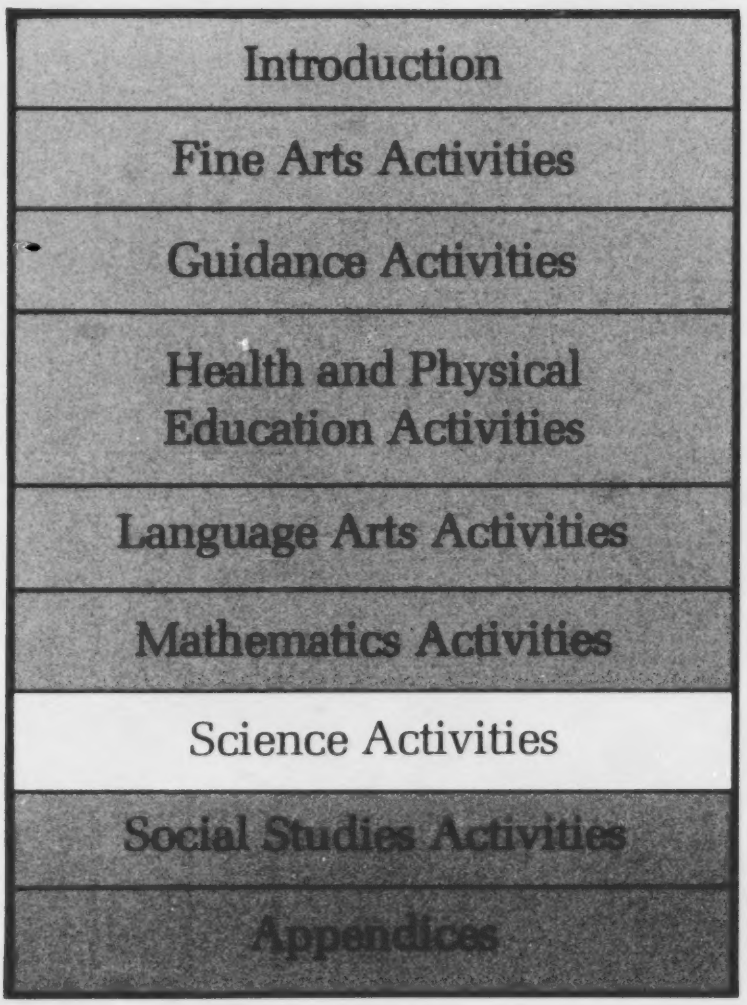
40. After a unit on measurement, let the class make play dough. Divide the class into groups of five. Put directions on the board and discuss.

Directions for making play dough:
--Mix in a large bowl:
  2 1/2 cups flour
  1/2 cup salt
  1 tablespoon alum
--Mix and add:
  2 cups boiling water
  3 tablespoons cooking oil
--Stir until well mixed then add food coloring if desired
--Knead by hand
--Store in air-tight container

Notes

Academic and Vocational Skills

Goal 4.4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SCIENCE ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. Have the students help you list scientific inventions that communicate messages. Then divide the class into small groups. Assign to each one of the communications media you listed above. Have each group prepare a list of the workers involved in that medium and report to the large group.

Goal 1.1

2. Obtain a telephone and have students examine wires that carry energy through the phone. Have them listen to the receiver and notice how it has no humming sound when there is no electricity in the wires. Then listen to the hum in the receiver of a phone with electricity in the wires.

Goal 1.1

3. Combine the themes of Thomas Edison, his incandescent light bulb and taking a "look" inside ourselves to see why some people don't like us. Explain to the students that we don't always like everything about ourselves. There are things we'd like to change about our appearance. There are things we'd like to change about our feelings and our actions, too. Ask for volunteers to give some examples.

Goal 1.2

Explain that not everyone likes everyone else all the time. There will be some people who don't like us. We can try to figure out why. We can then decide whether or not we want to try to change.

Here's a way to help us figure why some people might not like us. We can look at things we don't like about others. Distribute copies of the form below. Ask students to think about things that other people say and do. Say: "Is there anything about other people that bugs you? Write down a few things. Think about things you say and do. Is there anything about yourself that bugs you? Write down a few things." Have them circle any items found under both categories. Tell them: "If something bugs you, it probably also bugs some other people. And maybe this is the reason why some people may not like you."

A Look at What Bugs Me

About Others	About Myself

Notes

Self Knowledge

Goal 1.3

4. A very important science skill to develop is that of categorizing and organizing. Divide the class into small groups. Select a volunteer (a good writer) in each group to be the recorder. Have each group brainstorm a list of words that are labels for feelings, such as owly, tickled, upset, scared and grouchy. Have each recorder write each group's suggested words on adding machine tape, and then cut them apart. The students are to sort them into categories: pleasant and unpleasant. They will then glue the words on a large sheet of poster paper.

Labels for Our Feelings	
Pleasant	Unpleasant

Goal 1.4

5. Arrange students in small groups. Have them brainstorm lists of things to say and do when they are teased. Have each group share its list with the rest of the class.

   Then have each student prepare a page for a class booklet entitled <u>How To Handle Teasing</u>.

II. Life Roles, Settings and Events	Notes
6. Have students make play telephones from string and tin cans. Then have them write stories about two young people who wanted to remain friends when one of them moved away. They had no telephones, so what could they use to communicate?	Life Roles, Settings and Events Goal 2.1
7. Divide the class into small groups. Assign to each group a kind of disaster: lightening, fire, ice or wind storm. Have each group prepare a description of two friends talking on the telephone. Ask them to imagine what happens to the conversation when the assigned disaster occurs. Ask students to tell all they can about the telephone company's repair services. Invite a telephone repair person to come and explain repairs.	Goal 2.1
8. Get some discarded books. Let students take them apart and list all the "things" that go into the making of a book. In small groups they should then look at each "thing" and list the workers involved in it. Put all the lists together on a piece of poster paper to show all the occupations involved in producing books. Be sure they have thought of occupations providing <u>both</u> goods and services.	Goal 2.1
9. Ask students to think about their daily routines at school and what it would be like to have one's leg in a cast and be in school or work. Explain that a broken leg will affect our lives; may change our <u>lifestyle</u>, or the way we live, for the time it is broken. Ask: --How could a broken leg change our lifestyle? --Would we be doing things differently? --Would we still be able to do the same things? --Would we be able to go to all the same places? --Would we be able to see the same people? --What other events could change a person's lifestyle? How?	Goal 2.2
10. Explain that pets occupy leisure time of many people. Invite a veterinarian to the class to demonstrate the care of pets.	Goal 2.3
11. List the four seasons on the chalkboard. Ask students to suggest adjectives ("words") that describe the weather under each season. Relate this to your community helpers unit. Invite to the class several workers. Ask them to bring uniforms that they wear in these various seasons.	Goal 2.4

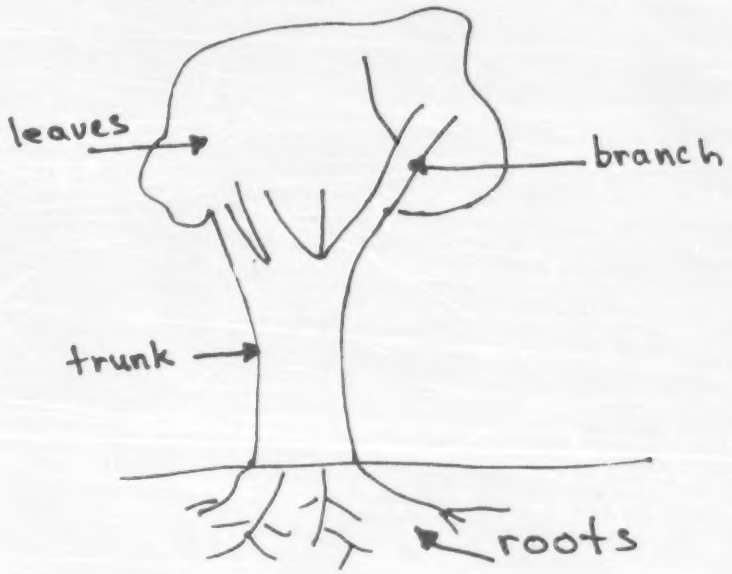
Notes

Life Roles, Settings and Events

Goal 2.4

Goal 2.4

12. A part of the forest ranger's job is to care for trees. Let students each draw a picture of a tree and label the major parts.



III. Life Planning

14. Have students find magazine pictures of snack foods that do not harm the teeth. Have them paste the pictures on a piece of poster paper in their spare time.

15. Ask the county nurse to come to class to show slides of healthy teeth and of decayed teeth.

    Then have this person present and demonstrate health habits that will promote healthy teeth.

    Have students write resolutions to help them keep healthy teeth. Let each student read his or hers aloud before posting it on a blank piece of poster paper appropriately captioned.

16. Have students imagine they will spend Christmas in Alaska with relatives. Ask them to list the clothing they will take with them. Then tell them that their imaginary relatives have moved to Hawaii. They are to imagine they will spend Christmas there instead. Ask them to list the clothing they would pack to take to Hawaii. Ask them to compare the two lists. Ask them to explain why the two lists are different.

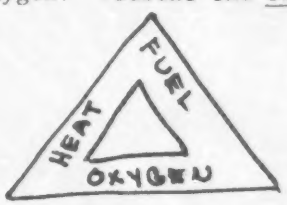
Notes

Life Planning

Goal 3.1

Goal 3.2

Goal 3.3

Notes	IV. Academic and Vocational Skills
Academic and Vocational Skills Goal 4.1	17. Ask students to assemble in small groups. They will take turns talking for one minute about their dream houses in the woods. The other students in the group are to listen to the speaker and to repeat what he or she has said. This will help give students practice in listening.
Goal 4.2	18. Do experiments with candles and jars as covers to eliminate oxygen. Present the <u>fire triangle</u>.  Then ask students to use this information to design fire extinguishers.
Goal 4.2	19. Present the fact that the age of a tree can be learned by counting the number of rings. Ask them why this would be valuable information.
Goal 4.3	20. Have the students cut pictures of different trees from seed catalogs and gardening shop brochures. Have them paste each tree on a separate sheet of paper and label it. Arrange these in a class booklet titled <u>Trees</u>. Ask a tree nursery salesperson or a state conservationist to explain his or her job and the training necessary for the job. Have this person also explain the courses on which he or she concentrated in high school.
Goal 4.4	21. Let the students have practice organizing a small-group project. Assign to each group the task of preparing a large poster of a tree with all the parts labeled correctly. They may use paint, construction paper, crayons or colored chalk.

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SOCIAL STUDIES ACTIVITIES

Notes

I. Self Knowledge

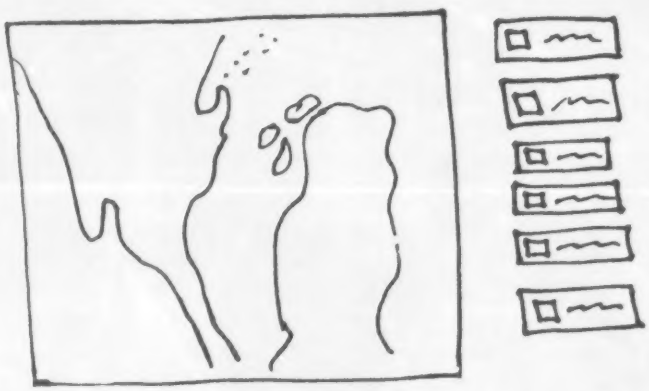
Self Knowledge

1. Make a collection of stamps. Have students bring cancelled stamps from different parts of the world.

Goal 1.1

> Bags of such stamps can be purchased at the dime-store for very little money.

Have them paste each stamp on a piece of paper. Help them label its country of origin.



Use tape and yarn to connect the stamp with the country of origin on a world map. Put out a call for anyone who has ever had a Pen Pal to come speak to the class about it.

2. Have the students each make and illustrate family booklets. Each page can have one of the following:

Goal 1.2

--Here is my family.
--See my home.
--We have fun together.
--We work together.
--See my mother at home.
--See my father at home.
--I help at home.

3. Help students draw maps of their community. Then have them use a red crayon to trace the route from their homes to the nearest hospital or emergency room. Tell them that being prepared for emergencies helps us not to worry about them.

Goal 1.4

Notes

Life Roles, Settings and Events

Goal 2.1

II. Life Roles, Settings and Events

4. Ask students to look for things in their homes which were made in countries other than the United States. Ask each student to find three things and to list them on three separate slips of paper.

   Then have the students assemble in small groups and sort their slips of paper with one pile for each country. Then have all the groups put their piles of papers together: there should still be only one pile per country. On a large piece of mural paper designate a section for each of the countries represented. Place the product name under the appropriate country heading.

   Then introduce the word import. Read some of the imports from the various countries on the chart. If possible, invite an importer to speak to the class as a resource person. Have him or her explain some of the things that cause shortages in the various imports. Include both natural and political events. Have this person describe ways in which shortages of raw materials and finished products might affect certain jobs.

Goal 2.1

5. Ask several school workers to visit the class to explain their work.

   With the students prepare a list naming all the adults who work in the school. Then beside each name write that person's occupation. If necessary, the students may have to ask the adults for their occupational titles.

Goal 2.1

6. Divide a piece of poster paper into three sections.

Serving Basic Needs		
Food	Clothing	Shelter

   Divide the class into three or six small groups. Assign to each group a topic: food, clothing or shelter. Ask them to list specific business places that provide those basic needs.

Assemble the class in one large group. Ask each group to read its list of businesses as you write each business under the appropriate heading. If necessary, students may use the yellow pages of the telephone book.

Notes

Life Roles, Settings and Events

Goal 2.1

7. Divide the class into small groups. Give each group a clothing catalog, scissors, glue and a poster paper which you have prepared:

Goal 2.1

Clothing			
Spring	Summer	Fall	Winter

Have them find, cut and paste examples of clothing under the appropriate headings.

> See if anyone figures out the fact that the groups may need to trade catalogs to get a representation of all four seasons!

8. Have students list all the t'ings in the classroom that come from wood and wood products. Ask them to list the occupations involved in producing all these things. Ask them then to imagine what would happen to these occupations if there were no forests. Ask them to list things that can or do cause us to lose our forests:
--fires
--tree diseases
--drought
--floods
--winds
--cutting too many trees without replanting

Goal 2.1

9. List the adult school workers on the chalkboard. Arrange for students to spend a few minutes with them to gather information about the question:
--What would happen if your job were not done by you or anyone else?

If possible, have one or two students assigned to each adult.

Goal 2.1

Notes

Life Roles, Settings and Events

Goal 2.1

When they return have students sit in small sharing circles of six or seven students to tell one another what they learned from their "interviews."

10. Here is a spare-time activity. It involves students' cutting pictures of foods from magazines and posting them on mural paper in one of two categories.

Foods	
From Plants	From Animals

Goal 2.1

11. Help students locate telephone numbers of businesses dealing with insulation or other forms of energy conservation.

Call (or have volunteer students call) and find out when the business was started and what events were related to its beginning.

Then have these students prepare a chart and present the information to the rest of the class.

Name of Business	When it was Started

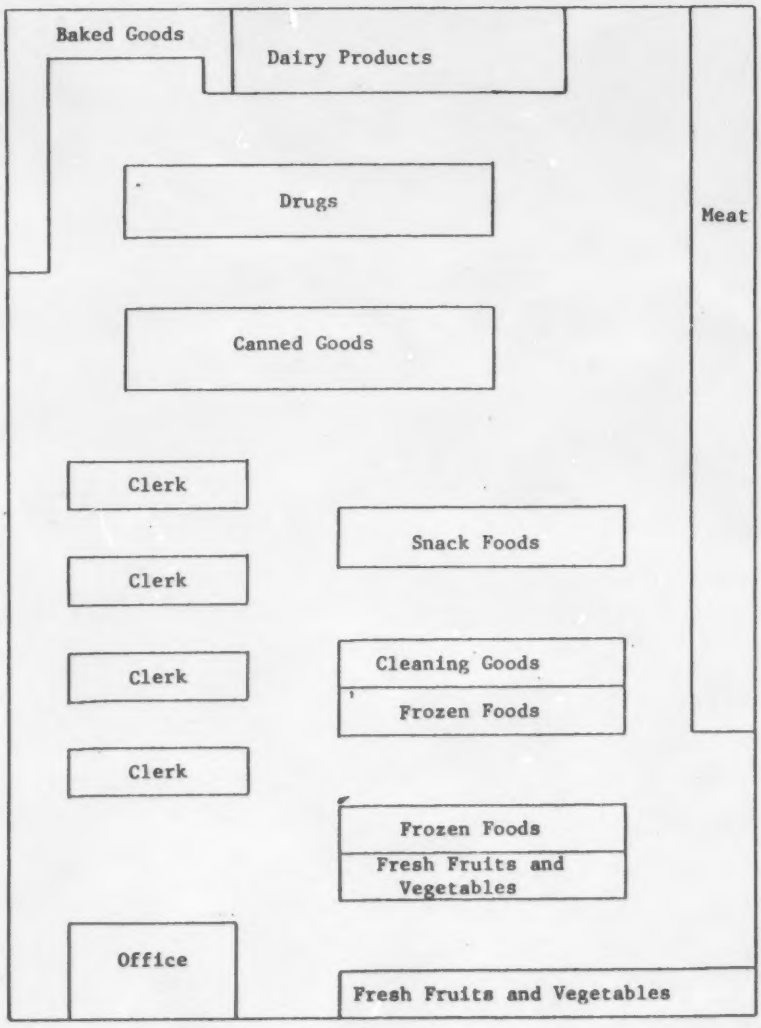
		Notes
12.	Have students clean up the school yard. Then have them attach all the litter to a mural in the hall. They should think of a caption to include on the mural - something that will urge everyone to be responsible citizens and "put litter in its place." Perhaps your students will help do something to provide litter containers on the playground if there are none. Maybe a local gas station would provide oil drums on which the students can paint their slogan from the mural.	Life Roles, Settings and Events Goal 2.2
13.	Have pairs of students prepare posters for a Keep America Beautiful campaign in the school. Explain that this is a very important contribution they can make as citizens.	Goal 2.2
14.	Draw a map of the United States on a ditto. Distribute it. Help students pinpoint with gummed stars the location of national and state forests.	Goal 2.3
15.	Here is another spare time activity. On the board write TOWN. Near it write COUNTRY. Students can list workers under the appropriate headings. Remind them that some workers work in both settings.	Goal 2.4
16.	Have a telephone repair person speak to the class about various parts of the uniform: --hat for protection --shoes with spikes for climbing --belt to hold tools Have this person show his or her tools and, if possible, demonstrate them: --pliers --hammer --screwdriver --file --drill --wire cutters --flashlight --cord	Goal 2.4
17.	On a piece of poster paper, draw an enlargement of the map of the supermarket below:	Goal 2.4

Notes

Life Roles, Settings and Events

Goal 2.4

17. Continued



Have students cut magazine pictures of foods and paste them on the appropriate sections on the map.

III. Life Planning	Notes
18. On the board write several suggestions of vacations. Have other volunteers tell advantages and disadvantages of each.	Life Planning Goal 3.1
19. Let students list the various decisions they make in a day.	Goal 3.1
20. Ask the students to pretend that they are going to plan a menu for one day. They will select their favorite meats, vegetables, fruits and desserts. Give to each student three scraps of paper. On one they write hot dogs. On the next they write hamburgers. On the third they write fish sticks. They put these priorities in a rank order: first choice on top, second choice below it and third choice under the first two. Then have each student write his or her first choice on a sheet of paper. Proceed in the same way by having them rank order vegetables, fruit and dessert. They write their first choice in each category on the separate sheet of paper. Then arrange them in small groups to take turns explaining their preferred menus to one another.	Goal 3.1
21. Have students make lists of places they would like to visit or things they would like to see. Then have them circle their top two choices.	Goal 3.2
22. Give students old newspapers. Ask each student to find a headline that represents a problem in the world today. Arrange students in small groups. Each student, in turn, will read his or her headline aloud. The rest of the group will suggest possible solutions.	Goal 3.3

Notes

Academic and Vocational Skills

Goal 4.1

Goal 4.2

Goal 4.3

IV. Academic and Vocational Skills

23. Ask each student to bring in one newspaper article, which parents have helped them read and understand.

    They will paste the article on a piece of paper and write the main idea by completing the sentence, "This article is about...".

24. Prepare a large map of the United States. The students will write the name of each state tree in the appropriate state.

    They will use the encyclopedias for this project. Ask the librarian to let you check out a whole set to keep in the classroom until the project is finished.

25. Again, list all the adult workers in the school. Dispatch a student to interview each one to find out whether they got their training on the job or before the job. They can then fill in a chart and share the information with the rest of the class.

Name	Job	Training	
		On the Job	Before the Job
Mrs. Weibel	Librarian		X
Mrs. Kurth	Cook	X	
Mr. Buckman	Principal		X

Introduction
Fine Arts Activities
Guidance Activities
Health and Physical Education Activities
Language Arts Activities
Mathematics Activities
Science Activities
Social Studies Activities
Appendices

APPENDIX A

TEACHING POINTS FOR LEARNING AREA OF SELF KNOWLEDGE

(ELEMENTARY)

Mo. C.E.D.S. Goal	Teaching Points
1.1 Friendship	--getting along with peers in play --understanding others' feelings --making friends easily --making friends with adults
1.2 Personal characteristics affect interpersonal relationships	--knowing what others like about me --knowing that I am an important member of my class --knowing why some people don't like me --knowing what gets me into trouble
1.3 Open communication	--talking to others about things that bother me --talking to my teacher as a friend --explaining my ideas to others --letting others know when I feel left out
1.4 Functioning in a variety of situations	--losing without becoming discouraged --reading or talking before a group without being afraid --not worrying --knowing what to do when teased

APPENDIX B

TEACHING POINTS FOR LEARNING AREA OF LIFE ROLES, SETTINGS AND EVENTS

(ELEMENTARY)

Mo. C.E.D.S. Goal	Teaching Points
2.1 Importance of occupations	--understanding how job choices determine how people live --understanding the importance of all workers to our community --knowing the major industries, products and services in my community --knowing what things create or take away jobs
2.2 The interrelationship of roles	--knowing the kind of work parents and teachers expect of me --understanding how I am a part of my community --contributing to group work --completing family duties assigned me
2.3 Leisure time	--knowing the many kinds of hobbies and sports kids can learn --having hobbies I will enjoy throughout life --getting physical exercise through bicycling, swimming or other activities --belonging to clubs or after-school group activities
2.4 Characteristics of various occupations	--knowing what people in my neighborhood do at their jobs --understanding why people choose different jobs --knowing advantages and disadvantages of various jobs --knowing kinds of work different jobs require

APPENDIX C

TEACHING POINTS FOR LEARNING AREA OF LIFE PLANNING

(ELEMENTARY)

Mo. C.E.D.S. Goal	Teaching Points
3.1 Decision making	--getting other kids' ideas in planning --knowing steps in decision making --helping make family decisions --participating in classroom decisions
3.2 Planning	--making plans for my future --practicing in order to achieve --knowing how to study for tests --planning my work so it is done on time
3.3 Flexibility in planning	--knowing when changes in my plans are needed --thinking about different solutions before solving a problem --adjusting to new schools and neighborhoods --studying all suggestions when helping plan a class party or project
3.4 Assuming responsibility for own planning	--planning my "free" time at school --planning for parties or friends visits --planning my weekends --planning for junior high school

APPENDIX D

TEACHING POINTS FOR LEARNING AREA OF ACADEMIC AND VOCATIONAL SKILLS

(ELEMENTARY)

Mo. C.E.D.S. Goal	Teaching Points
4.1 Functioning to capacity in basic skill areas	--knowing the basic mathematics facts well --knowing how to read for main ideas --practicing and listening --using punctuation and grammar in writing
4.2 Applying what is learned in school	--using reading skills to enjoy books, magazines and newspapers --using the basic mathematics facts when shopping --writing friendly and business letters --finding information from maps, the dictionary and encyclopedias
4.3 Educational prerequisites of occupations	--knowing what job training is taught in high school --knowing what subjects are taught in junior high school --knowing kinds of jobs which require on-the-job training --knowing how the amount of education needed for various jobs varies
4.4 Pre-employment skills	--practicing good grooming and health habits --getting along in classroom work groups --accepting helpful suggestions --knowing how to help organize classroom project